

Forward

Title I, Part C, Migrant Education is a supplemental education program designed to help migrant children succeed in school. As coordinator of a regional or district program, you are charged with developing professional relationships with key personnel in local school districts within the regional project, thus assuring that all migrant staff within the region are supported in their efforts to provide migrant children, particularly the most at-risk children, the opportunity to perform at their highest potential and to graduate from high school. Kentucky's goal of "Getting to Proficiency" by the year 2014, presents a tremendous challenge to you as coordinator and to each staff person who works in the migrant program. Therefore, it is critical that you and other persons working on behalf of migrant children are dedicated to the notion that all children can succeed at high levels.

The information contained in the following pages is designed to provide you with information that will assist you in performing your duties as a regional or district coordinator of migrant education services.

Acknowledgements

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General Program Description

How Do Children Qualify for the Program?

Title I, Part C, Migrant Education, as reauthorized under Public Law 107-110 (also known as the No Child Left Behind Act of 2002 or NCLB), is a supplemental education program for children of migratory farm workers. Children qualify for the migrant program because of the lifestyle of their parents, i.e. moving across school district, county, or state borders or between the United States and Mexico for the purpose of seeking temporary and/or seasonal employment in agriculture or commercial fishing activities. Children must move with their parents or move to join their parents within 365 days of the qualifying move of the parent(s). Children and youth may also qualify if they move without their parent(s) and are seeking temporary and/or seasonal employment in qualifying activities. A full explanation of recruitment and eligibility for the migrant program can be found in the **Kentucky Handbook for Identification and Recruitment** (referred to as the Handbook) and the **New Recruiter Handbook for Kentucky Recruiters in Local Migrant Education Programs**. A **National Recruiter Handbook** is presently in the early “Draft” stages and may necessitate the revision of the above two (2) documents when the U.S. Office of Migrant Education releases the national handbook.

What Is the Basic Program Design?

Kentucky’s migrant program model consists of four (4) parts, all of which are necessary to assure that children of qualifying families are properly identified and recruited; that they have an individual(s) working on their behalf in the schools and the community; that they are provided the opportunity for additional instruction and enrichment activities during intersessions and summer periods; and that appropriate student and family records are maintained.

Every local district that participates in the migrant program must have someone (part-time or full-time) whose job function is to properly identify and recruit children into the program. **Recruiters**, as they are more commonly known, are responsible for developing a network of resources within the schools and the community that allows them to regularly identify and enroll children into the program. Recruitment is an absolute necessity without which a local school district cannot generate program funds to hire staff and provide needed services for children.

Advocates are persons employed by local school districts to deliver and/or to arrange services that children need to participate successfully in school. Advocates must have certification to teach in a Kentucky classroom. These individuals have responsibilities in the schools, the child’s home, and the community. A thorough description of the duties of an advocate can be found in the **Kentucky Guidebook for Migrant Advocates** (Referred to as the Guidebook)

Advocate Assistants may be employed by local school districts to assist migrant advocates in the delivery of support services to children and families. These classified positions are intended to free the advocate of some of the routine tasks that take time away from assisting children to achieve academically. Many migrant children lag behind their peers in the mastery of knowledge and the requisite academic skills necessary to being successful in school. Appropriate use of **intersession and/or extended summer instruction periods** is a requirement of the migrant program. These sessions should be used to overcome “achievement gaps” that are primarily created by high mobility and other related factors inherent in the lifestyle of the migrant child’s family unit. Additional information about instruction in intersession and summer periods can be found in the **Guidebook** for Migrant Advocates and the **Migrant Summer/Intersession Services** guide.

Beginning with the 2003-2004 school year local migrant projects may now hire qualified **Paraprofessionals**. These individuals must meet the state requirements established at the time they are hired and are being allowed in an effort to bring remedial instruction closer to the those migrant children who are at-risk of failing to meet state performance and content standards. These individuals are to work with migrant children in the classroom or through individual tutoring.

Federal administrative guidelines require state and local migrant projects to maintain records on migrant families, both for documenting eligibility and for enrolling a child into the migrant program. A migrant student **Records Clerk** is responsible for inputting information found on the **Certificate of Eligibility** (COE) into Kentucky’s data base system (MIS2000) and for keeping paper files on each family recruited into the migrant program. An explanation of the COE can be found in the **Handbook** for identification and recruitment.

Funding and Budgeting Process

How Are Funds Generated for the Program?

Funds for migrant education projects are generated by the numbers of eligible children residing in a school district and/or enrolled in a school within the district. Local school districts will receive funding on all eligible children between the ages of three (3) and twenty-one (inclusive) who have not achieved a high school diploma or a GED and who have been entered into the MIS2000 records system.

What Is the Process for Determining Allocations To Districts?

Each year the state migrant program uses information contained in the MIS2000 database to determine the number of unique children served by each local school district. The federally established counting period for generating funds is between September 1 of any given year, and August 31 of the succeeding year. This provides the state migrant office with what is known as the **Category 1** count for funding. A unique count of children (**Category 2**) who are served in an intersession or during the summer is also obtained. In determining allocations, the state migrant program will use a variety of data, including numbers of children scoring Novice (CATS assessment) or below the 50th percentile on the CTBS-5 in the areas of reading and math, those children who have moved one or more times with the past school year, those who are English Language Learners (ELL), those who are receiving special education services, those who are served in summer/intersession programs, and those children who are preschool aged.

Based on combinations of the above data the state migrant program will sort all children into one (1) of three (3) different categories. **Category A** children will consist of those children who have scored Novice on the CATS assessment or below the 50th percentile on the CTBS-5 either in reading or math and who have moved one or more times within the past school year. This category will constitute those children who are deemed to be the most at-risk of failing to meet Kentucky's performance and content standards. **Category B** will consist of those children who do not fall into category A, but who meet one or more of the following criteria: are either scoring Novice on the CATS assessment or below the 50th percentile on the CTBS-5 in either reading or math; have ELL needs; are receiving special education services; or are pre-school aged. **Category C** will consist of those children who do not fall into either category A or B plus the count of those children who were served by an intersession or summer school. Category A children will generate three (3) times more dollars than Category C and Category B will generate two (2) times as much as Category C. As an example, if a **Category C** child generates \$250 dollars, a **Category B** child will generate \$500 and a **Category A** child will generate \$750. The total dollars generated by combining the three (3) categories will equal the allocation for any specific district.

Is a Program Budget Required?

Local school districts that serve as a regional administrative center must prepare a budget using some or all of the nine (9) major object categories in **MUNIS**. A paper copy of the budget is to be sent to the state migrant office at a time that will be designated by the state and also be included in the district's electronic budget. All local school districts having a migrant program must prepare a program budget that is entered into the appropriate

budget sections of a district's electronic District Improvement Plan. The only exceptions to this procedure are the three (3) educational cooperatives that serve as regional administrative centers. These three entities will submit a paper copy of their budget and send their quarterly reports plus and invoice for reimbursement (paper copies) to Susan

Ronca, Division of Finance, 16th Floor, Kentucky Department of Education, 500 Mero Street, Capital Plaza Tower, Frankfort, Kentucky, 40601.

How Do I Receive Reimbursement for Program Expenses?

Projects (local school districts) receive reimbursement through an “electronic request” process. This means that on a quarterly basis, local school districts will electronically file a request to receive reimbursement for program expenses. The MUNIS program number for migrant education is **311X** with the **X** referring to the funding year. For example, the migrant program code for FY2002 funds is **3112**. Questions about the “electronic request” process should be directed to Susan Ronca at (502) 564-1979.

Local school districts will also be required to submit quarterly finance reports to the Kentucky Department of Education (KDE). These reports will be submitted electronically. As coordinator for the migrant program you should contact your local district finance officer (if you also have a program grant) or the district contact persons in the other districts within your region to make sure they understand the process of budgeting and reimbursement for the migrant program. This will help assure that districts receive timely reimbursement for program expenses.

What Expenditures Are Allowable?

Federal guidelines specify that allowable expenditures are “costs which are reasonable and necessary for the proper administration of the program.” It should also be recognized that migrant education funds can only be used to “supplement not supplant” the regular education program in a local school district, i.e. funds may not be used to replace or to provide programs and services that local school districts are to provide to any child void of federal programs or dollars being present in the district. A basic description of allowable expenditures can be found in **Guidebook** for migrant advocates, pages 6-7. Coordinators may also refer to **OMB Circular A-87**, Attachments A and B, which can be found in the appendix of this document or can be viewed on-line at **www.whitehouse.gov/omb/circulars**. Additional questions may be directed to Ken Ison at (502) 564-3791 or via e-mail at **kison@kde.state.ky.us**.

Program Administration

What Major Program Responsibilities Do I Have As Coordinator?

As a coordinator of one of the nine (9) regional projects, there are certain duties that the coordinator must perform to assure that quality programs exist in each local district

migrant project. A letter dated May 4, 2001, from Judy Tabor, Division Director for Federal Program Resources, briefly outlines the responsibilities of regional coordinators (see Appendix). The **Kentucky Migrant Education Program Performance Standards for Project Coordinators** further outlines program responsibilities in the form of standards with accompanying indicators (see Appendix). These standards correlate with Kentucky's Standards and Indicators for School Improvement.

Quality Assurance

Effective quality control is a high priority issue with both the state migrant office and the federal Office of Migrant Education. It is the responsibility of the regional coordinator to randomly check a representative sample of eligibility decisions of recruiters. The sample should consist of 10% of all newly recruited families. Coordinators must make sure that the sampling represents all districts with the region. This priority is in addition to the thorough review of all Certificates of Eligibility, before they are signed by the coordinator and entered into the MIS2000 records system. To assure such control measures for identification and recruitment, the coordinator must:

- Provide answers and guidance to staff regarding eligibility.
- Have a process to ensure the accuracy of written eligibility information.
- Have a process for assuring eligibility decisions.
- Have a process for resolving eligibility questions or disputes.
- Have a process for effective identification and recruitment of migrant families.

Training New Staff

The key to Kentucky's quality migrant education program is a **highly trained** and **knowledgeable** staff at both the regional and district level.

Identification and recruitment training is of **highest priority** since it ultimately determines the level of service that can be provided by the program for eligible migrant children and families.

Utilizing the **New Recruiter Handbook** and the **Handbook** for identification and recruitment, the coordinator will assure that the recruiter and the records clerk have in

place a uniform system for identifying and recruiting families, and for processing documents related to migrant children and families.

The coordinator will:

- Provide the recruiter and records clerk with a copy of the New Recruiter Handbook and require that it be read and studied.
- Review the self-awareness/self evaluation section of the handbook with the recruiter.
- Provide staff with a copy of the Handbook for identification and recruitment and require that they read and study the document.
- Arrange “job shadowing” opportunities (refer to the New Recruiter Handbook, acknowledgement page, second and third paragraphs; and Handbook for identification and recruitment, page 6-3).
- Notify the state consultant for identification and recruitment, when the training procedure has been completed.
- Arrange for a follow-up training by the state consultant for identification and recruitment.
- Provide professional development/technical assistance opportunities for new and experienced migrant recruiters and clerks on an on-going basis.

Once the eligibility of a student has been established, it is the responsibility of migrant Advocates/Advocate Assistants or Paraeducators to provide quality supplemental education and support services.

The Guidebook for migrant advocates provides guidance/training and contains valuable resources to assist the Advocate/Advocate Assistant or Paraeducator in maintaining a quality education program.

The coordinator will:

- Provide each advocate/advocate assistant or paraeducator with a copy of the Guidebook and assure that they have studied and understand their responsibility as demonstrated through review and discussion.
- Require each advocate/advocate assistant to review the New Recruiter Handbook and the Handbook for identification and recruitment and review and discuss both documents.
- Arrange “job shadowing” experiences.
- Provide professional development/technical assistance opportunities for new and experienced advocates/advocate assistants or paraeducators on an on-going basis.

- Maintain contact with new employees through on-site visits, phone contacts, e-mails, and regional meetings throughout their first year of employment.
- Establish an open line of communication with the contact person in each district as an additional means of assessing how well migrant staff are performing their duties within the district's educational system.